DOCUMENT RESUME

ED 046 225 EM 008 643

AUTHOR	Crislip, Don, Ed.
TITLE	Special Edition: ITV.
INSTITUTION	West Virginia Education Association, Charleston.
PUB DATE	Mar 70
NOTE	29p.
JOURNAL CIT	West Virginia School Journal; v98 n7 March 1970
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Closed Circuit Television, College High School Cooperation, College Programs, College School Cooperation, Educational Radio, Educational Television, Instructional Television, Public Education, *Public Television, Telecommunication
IDENTIFIERS	*West Virginia, West Virginia Westleyan College, WMUL TV, WSWP TV, WWVU TV

ABSTRACT

The status of noncommercial television in West Virginia is described in a number of articles in this journal. Activities of West Virginia's three educational television stations (WWVU-TV, WSWP-TV, and WMUL-TV) are related. County service and participation are noted. Attention is given to campus and school use of educational television. Other educational news items are briefly presented. (MF)

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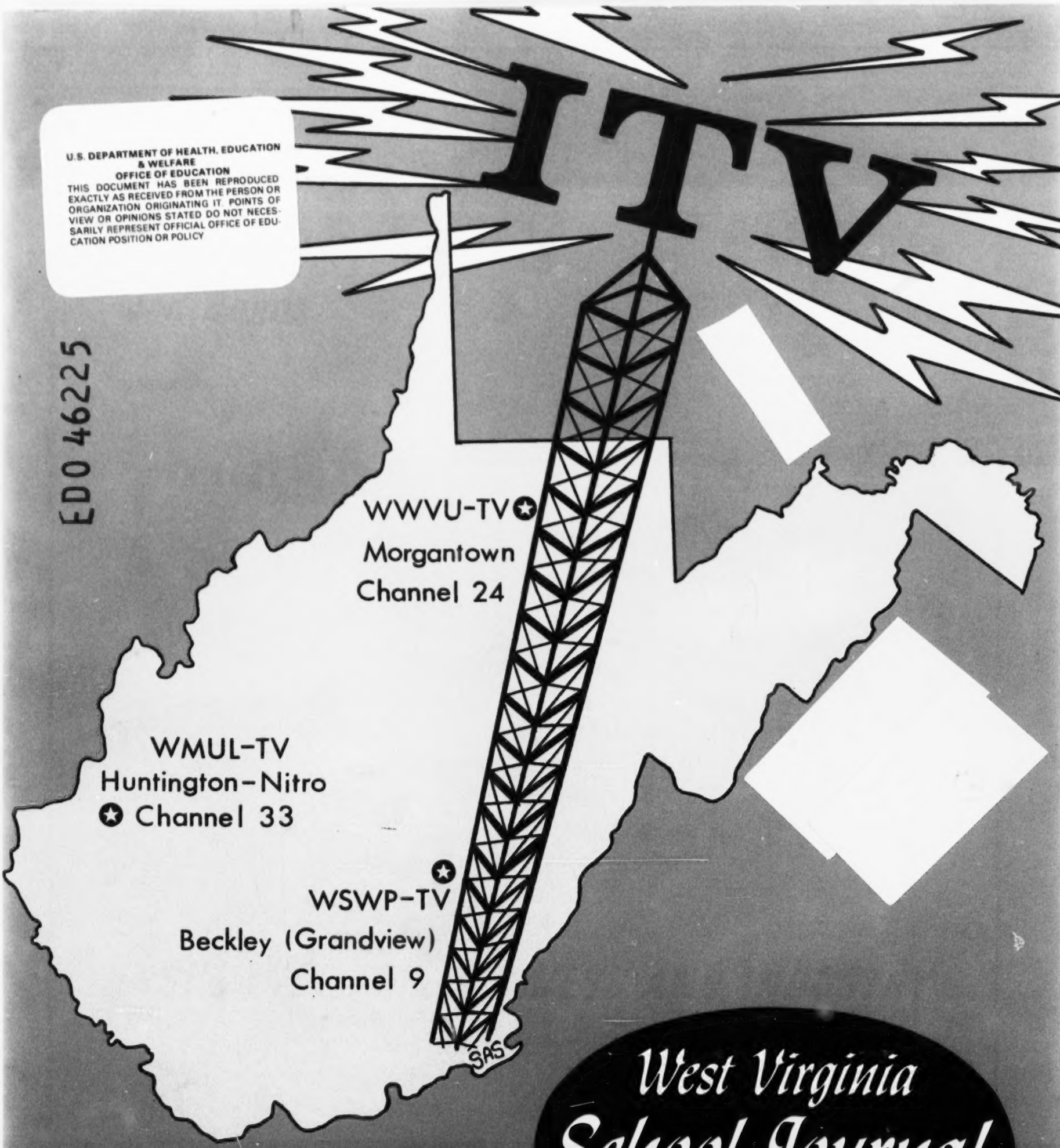

West Virginia School Journal

Journal of the West Virginia Education Association

MARCH 1970

SPECIAL EDITION

EM 008 643

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NATIONAL ADVERTISING REPRESENTATIVE: State Teachers Magazine, Inc., 307 North Michigan Avenue, Chicago 1, Illinois.

DUNBAR PTG. CO., DUNBAR, W. VA.

West Virginia School Journal

Journal of the West Virginia Education Association

VOLUME 98 MARCH 1970 NUMBER 7

Official Publication of West Virginia Education Association

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WEST VIRGINIA SCHOOL JOURNAL, is published monthly except June, July and August by the West Virginia Education Association, 1558 Quarrier Street, Charleston, West Virginia 25311. Membership fee includes the price of the JOURNAL. Subscription rate to associate and non-members is $2.00 a year, 25¢ a single copy. Entered as second class matter September 1, 1927, at the post office in Charleston, West Virginia, under act of March 3, 1897. Acceptance for mailing at special rate of postage under act of February 28, 1925.

From the Editor's Memory Notebook

One of the more popular seminars conducted at WVU last summer was the one sponsored by the Robert A. Taft Institute of Government. We admit our prejudice in favor of seminars where state-level people are brought in as resource persons and this is what the seminar on Practical Politics at WVU did. Since practical politics was "the name of the game" Professor Bill Ross, who directed the seminar, was able to bring in such illuminaries as George Bristol, assistant Democratic National Chairman; William "Pete" Thaw, assistant W. Va. Secretary of State; Chauncey Browning, Jr., Attorney General; former GOP Governor, Cecil Underwood; GOP Finance Chairman, John Thomas; Betty Hallanan, chairman of the Public Service Commission and others.

What we are finally getting at is that another such seminar is scheduled this summer and only 25 teachers can be accommodated. The Taft Institute bears the greater part of the cost and you can receive graduate credit as well. Get in touch with Professor Ross at once.

*

I've developed a slight interest in antique automobiles and was thinking of purchasing one, however, before I did I thought I would seek the advice of former teacher and well known antique auto authority, M. Deane Harper of Dunbar. Deane taught machine shop at Stonewall Jackson High School in Charleston for some 26 years before he finally "retired" and went into his own shop on a full time basis.

I didn't get very deep into the discussion of antique automobiles for immediately upon entering his shop I saw him working with a prototype of a new two-wheel all-purpose tractor he had just built. It was a beauty and upon closer examination I discovered it contained many new features and several advantages over many of the present-day two wheel type tractors. Dean is an inventor among other things and along with his engineering abilities and his natural talents he can just build about anything. This mowing-garden tractor—at the time I talked to him he was planning three experimental models—can be sold for some $100 less than comparable tractors now on the market because he has streamlined and simplified its operation.

Within his shop—and in his inventive mind—M. Deane Harper has a number of other inventions he hopes to eventually get into production. He showed a one-wheel motorized cycle he hopes some manufacturer might want to put on the production line. A number of other ideas are on the drawing boards.

Oh, about the antique car . . . . "forget it, it's an expensive hobby." So says the man who presently owns well over a dozen of them.

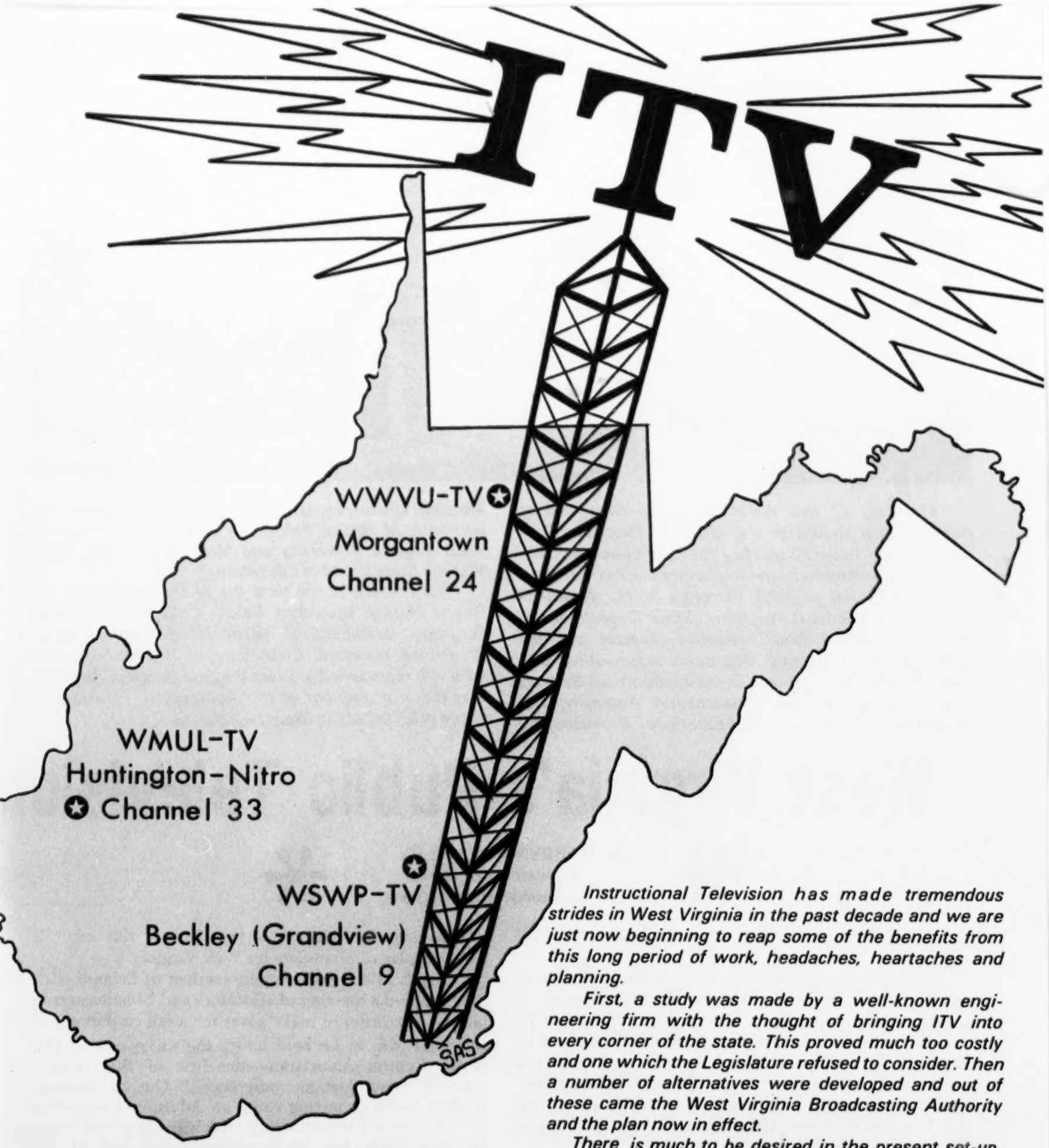
Members of the Neale (Wood County) School faculty and PTA see principal Harvey Wince as a giant of a man. To accurately record their feelings of the job he is doing, the school PTA and the faculty jointly staged a birthday party for him. One of the gifts from the teachers was a pair of size 15 shoes, which they explained were needed for a man of his ability. Another gift was a size 66 coat also required to fit a man of his ability. Since the two items were "purchased" to fit his ability they just didn't seem to fit his physical proportions so they were quickly exchanged for a gift certificate. The PTA's gifts included a birthday cake, a letter opener and a tie clasp with the PTA emblem on it.

*

The **Wildkitten**, the student publication at Nitro Junior High School recently made an interesting comparison with the teacher of today and that of the mid-1800's. That was the time when the teacher had to fill the oil lamps, bring in the drinking water and whittle nibs (pens) for the students. Not only were the teachers called to account for the day to day classroom duties, their personal lives were regulated as well. They were required to read the Bible, refrain from the use of tobacco and liquor and if single, could not marry while serving as a teacher. Then author, Jimmy Romine, set up some regulations he thought today's teachers should follow. Some of them went like this: Any single teacher may take up to seven nights a week for courting purposes. . . . after school teachers should spend their time reading "Valley of the Dolls," the "Love Machine" or other such good books . . . . women teachers who remain single and who don't flirt with the single male teachers will be dismissed. . . . teachers must pay into Social Security, along with other regular payments such as alimony, bribes, etc. . . . . any teacher who performs without fault for five years will be sent to Spencer. There were others but that's enough to show the student's trend of thinking. Clever, eh?

*

John Brown (honest, that's his name) retired Wood County teacher, is not letting retirement stop his activity. John, who is president of the Wood County Association of Retired School Employees, reports that his organization is planning a July tour of the culture centers of Europe and that retired, as well as active teachers, are welcome on the trip. You can get details by writing him at 2019 Washington Avenue, Parkersburg.



. . . the 'new look' in the 70's

Instructional Television has made tremendous strides in West Virginia in the past decade and we are just now beginning to reap some of the benefits from this long period of work, headaches, heartaches and planning.

First, a study was made by a well-known engineering firm with the thought of bringing ITV into every corner of the state. This proved much too costly and one which the Legislature refused to consider. Then a number of alternatives were developed and out of these came the West Virginia Broadcasting Authority and the plan now in effect.

There is much to be desired in the present set-up, as there usually is in any alternate plan, but much has been accomplished and there is much to be done. A number of counties, as of this date, are not able to receive ITV. These will reduce drastically in number when the Beckley station goes on the air. Still, there will be others that will need special attention. This is the responsibility and the duty of the Broadcasting Authority and one which they realize must be solved. For the moment, rest assured that they will tackle the problem and work diligently toward its solution.

Members of the West Virginia Broadcasting Authority are shown in the office of Executive Secretary, Harry Brawley as they meet to consider some of the business matters coming before the Authority.

Pictured, left to right, Clarence Brock, Bureau of Services and Federal Programs, State Department of Education; Don Crislip, Executive Director of Publications, West Virginia Education Association; Mr. Brawley, Rex Smith, State Superintendent of Schools and Chairman of the Broadcasting Authority; Dr. Stephen Buell, Director of Educational Broadcasting, Marshall University; Gregory Van Camp, Director, Department of Radio, Television and Motion Pictures, West Virginia University and Mrs. Sara V. Uhl, West Virginia State Board of Education.

Not present at the time the photo was taken: Dr. Duane Hurley, president Salem College and Robert Ferguson, president of WTRF-TV Wheeling. (Note: Dr. Prince Woodard, Chancellor of Higher Education who will represent the West Virginia Board of Regents, was made a member of the Authority in February by virtue of an act of the State Legislature.)

West Virginia's Public Television

By HARRY M. BRAWLEY
Executive Secretary
W. Va. Broadcasting Authority

When did public broadcasting begin in West Virginia?

Putting the question this way makes it easier to answer. If we had said "educational broadcasting" it would be hard to pin down an actual date. Commercial stations began broadcasting programs of an educational nature in the 1920's and they have continued this type service right up to the present. "Public broadcasting" means broadcasting over publicly owned stations and that began in February, 1969, when WWVU-TV went on the air in Morgantown.

However, that is not a fair answer to the question either. Public broadcasting **effort** began in the 1950's when a group of educators formed the Northern West Virginia ETV Council, and other educators in the southern part of the state, began programming over commercial stations. Statewide planning of a serious nature began in November, 1960, when a group of West Virginia educators attended a conference in Columbus, Ohio, sponsored by the North Central Association to awaken interest in the educational uses of radio and television in the states it serves. Out of this came a tentative plan of procedure for West Virginia.

In July, 1961, State Superintendent of Schools, Rex Smith, called a meeting of educators and broadcasters in his office in order to make plans for a fall conference at Jackson's Mill to be held under the auspices of the North Central Association—the first of that organization's "dissemination conferences." Out of Superintendent Smith's meeting came an Advisory Committee on Educational Broadcasting which became the steering committee for the conference and out of the Jackson's Mill meeting came the germ of the official state plan.

The plan called for the creation of a State Broadcasting Authority, and the Advisory Committee, working closely with the Department of Education, was successful in getting Governor W. W. Barron to create such a body by executive order on July 1, 1962.

This interim Authority was composed of Dr. K. Duane Hurley, president of Salem College, chairman; Harry M. Brawley, broadcasting consultant for the

Department of Education; Clarence A. Brock, director of instruction Department of Education; Dr. Stephen D. Buell, director of Educational Broadcasting, Marshall University; Olin C. Nutter, superintendent, Cabell County Schools; Harry Phillips, Department of Education; Stephen Russek, member, State Board of Education; Rex Smith, Superintendent of Schools; C. Gregory Van Camp, director of Educational Broadcasting, West Virginia University; and Charles C. Wise, Jr., member, Board of Governors, WVU.

This Authority was succeeded in July, 1963, by one created by statute, but during its one year's service it accomplished a great deal. It secured a $10,000 grant from the Benedum Foundation for a statewide survey which resulted in a basic state ETV plan. It drafted and secured the passage of a bill establishing the permanent Authority. It also laid down general rules and guidelines for public relations and getting the teaching profession ready for the new media. To help with this latter point, a $1500 grant was secured from the Southern Regional Education Board.

The Authority Act of 1963 provided for nine members with six appointed by the governor for overlapping six year terms. The other three were the State Superintendent of Schools, one member of the Board of Governors of West Virginia University, and one member of the State Board of Education. Mr. Russek was selected to represent the State Board of Education, and Mr. Wise was retained on the statutory body to represent the Board of Governors. The six appointed by Governor Barron were: Harry M. Brawley, Clarence A. Brock, Dr. Stephen D. Buell, Don Crislip, Dr. K. Duane Hurley, and C. Gregory Van Camp. All except Mr. Crislip had served on the Interim Authority. The new member was Director of Publications for the West Virginia Education Association.

Dr. Hurley was retained as chairman of the new group, and he served until February, 1964, when he resigned due to the press of official duties at Salem College. He was succeeded by Rex Smith who has served as chairman since that time.

In 1967 the Authority statute was revised and reenacted to provide for cooperative projects. Under the new provisions, county boards of edcuation, state institutions, units of local government, or any other type legal entity can contribute money to the Authority for the construction and operation of broadcasting or related facilities. The money is deposited in a special account in the State Treasurer's Office and is disbursed by the Authority only for the particular project involved. Each project is supervised by an Advisory Council which is appointed by, and responsible to, the Authority. Under this arrangement, the Authority directs the preparation of the application for federal aid and FCC license, and then holds the license for the station on behalf of the contributors. However, as licensee and federal fund recipient, the Authority is held responsible by government agencies for the successful construction and operation of the station, and thus must have the final word on all operational matters.

Two stations have been funded and licensed under these cooperative provisions. WMUL-TV serves the Charleston-Huntington area, and the cooperating entities are Marshall University and the school systems of Cabell, Kanawha, Putnam, and Wayne Counties. WSWP-TV is now under construction at Beckley, and represents the combined efforts of four colleges—Bluefield State, Concord, West Virginia Institute of Technology, and West Virginia State - and the school systems of Fayette, McDowell, Mercer, Nicholas, and Raleigh Counties. WMUL-TV has been on the air since July, 1969, and WSWP-TV expects to go on the air in September, 1970.

The state's other public television station, WWVU-TV in Morgantown, actually was the trail blazer. This station is licensed to the West Virginia Board of Regents on behalf of West Virginia University, and it has been on the air since February, 1969. Its instructional activities are coordinated with the counties it serves through the North Central West Virginia Learning Resources Center in Morgantown.

In addition to stations WMUL-TV and WSWP-TV mentioned above, the Authority has established one other cooperative project which is in the first stages of organization. This is the Northern Panhandle Project which is investigating ways and means for extending the State ETV service to the counties of that area. Bethany

Gaining in Popularity and Support

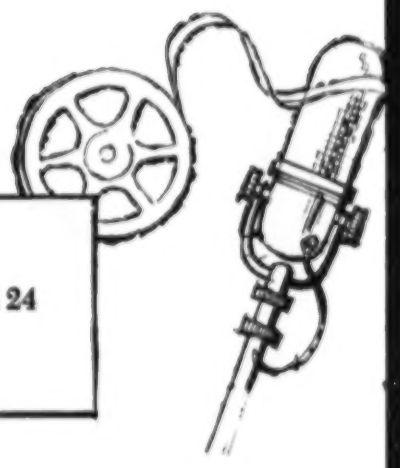
College, West Liberty State College, and the school systems of Brooke, Hancock, Marshall, Ohio, and Wetzel Counties are associated in this project.

The Eastern Panhandle is also organized into a preliminary project which is investigating various ways of extending instructional services into all eight counties. This may or may not be a broadcast operation, and an Advisory Council has not as yet been appointed. However, preliminary surverys have been made and work is continuing.

The Authority has engaged in many other activities in addition to the organization of projects. It has worked closely with private institutions as well as state colleges in helping develop closed circuit television or radio facilities. A notable example is WVWC-FM, the large and effective radio station owned and operated by West Virginia Wesleyan College in Buckhannon. The Authority has held many workshops in different parts of the state to help county school systems and colleges get ready for the proper use of the new media. It has also worked closely with the West Virginia Broadcasters Association in promoting broadcasting as an occupation among high school and college students, and in the establishing of broadcast education curricula.

WWVU-TV

Northern West Virginia Counties Covered



By KAREN KERSHNER
Station WWVU-TV Channel 24
Morgantown, W. Va.

West Virginia's First !

When West Virginia's first public television station began broadcasting in February, 1969, two afternoons a week were devoted to instructional television (ITV) series. In May, a survey by the North Central West Virginia Learning Resources Center—the coordinating agency between the schools and the station—estimated that approximately 4,000 students in 120 classrooms were using instructional television. In October, after WWVU-TV had doubled the number of hours devoted to ITV programming, those figures jumped to 15,000 students in over 500 classrooms.

These numbers represent the strides made by Morgantown station WWVU-TV, Channel 24, in bringing television to the schools in northern West Virginia. Seventeen ITV series, including two in-service training courses for teachers, will have been telecast by the end of the current school year.

The station works in cooperation with the Learning Resources Center, which provides various educational services to Barbour, Doddridge, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker, and Upshur counties, an area encompassing 365 schools and 3,400 teachers. Financing has been shared, with WWVU-TV providing operational expenses of staff and equipment, and program rental costs borne by the Center. An Instructional Television Advisory Council, composed of representatives from each of the counties, selects the ITV series to be broadcast. Other counties, in the WWVU-TV coverage area, have also been asked to participate in course selection, with Marshall, Ohio, Tyler, and Wetzel Counties presently sending representatives to Advisory Council meetings.

In addition to the Advisory Council, WWVU-TV works with teachers through faculty workshops conducted by Patricia S. Dumas, Channel 24 ITV Coordinator. Since joining the WWVU-TV staff in July, Miss Dumas has conducted five county-wide workshops and visited several individual schools. In these workshops, teachers using ITV series in their classes discuss the preparatory and follow-up techniques that insure the greatest learning value. In addition, Miss Dumas taught an extension course in ITV utilization for teachers last semester at Clarksburg and is presently teaching two sections of that course in Fairmont.

The response of teachers using the instructional series broadcast on WWVU-TV has been favorable. Donald H. Caudill, executive director of the Learning Resources Center, recently announced the results of a survey on series effectiveness conducted by his staff. In this survey, teachers using a series were asked to evaluate it according to this point system: 5 points if the series was exceptionally effective; 4, effective; 3, acceptable; 2, partially effective; and 1, not at all effective. The total number of points given to a series was then divided by the total number of teachers evaluating it to get an average grade. Every instructional series currently being broadcast on WWVU-TV was rated more than acceptable as an effective teaching tool. The lowest ranking series achieved a respectable 3.3 rating, while two series tied for a high rank of 4.4.

Another WWVU-TV instructional series ranked high by grade school teachers was *Sing, Children, Sing,* which introduces first, second, and third graders to different types of musical instruments, folk songs, and dances. More teachers (107) used this series than any other included in the survey, and its average grade was 4.3.

One of the highest rated series was *All About You,* a health series recommended for use in second and third grades. *All About You* teaches a child how his body works, how to take care of himself, and how to use his senses to learn about the world around him. Of the 76 teachers using this series, 73 rated it "effective" or "exceptionally effective" in teaching health to young children.

Teachers in each county included in the survey generally agreed in the way they ranked each series. The average rating for all ITV series was approximately 4 (effective) in each county.

Besides evaluating present series, teachers also have a voice in selecting the ITV programs to be used in the future. In January, WWVU-TV reserved four mornings (when the station is not usually on the air) to broadcast ITV series for preview by area teachers. Thirty-three programs, representing 23 series, were aired. Teachers viewing these series then filled in an evaluation questionnaire developed by the Learning Resources Center. The teachers rated each series in three general areas — production, content, and teacher effectiveness — by answering such questions as, "To what degree was the teacher sensitive in communicating with the intended audience?" and "How effective was the use of visual and demonstration materials?" The evaluators were also asked to determine the need for this type of programming, whether it should be included in the coming year's schedule, and the grade level. On the basis of these responses, the ITV Advisory Council then met to determine which current programs should be retained, and which new programs added.

High on the list of future plans for WWVU-TV is full-day programming. At present, WWVU-TV broadcasts on Sunday evenings, and afternoons and evenings Monday through Thursday. When Channel 24 adds morning and weekend hours to its broadcast schedule, the number of ITV series broadcast will greatly increase.

Although current ITV series are aimed primarily at school children, the 70's may see instructional series aimed at adults. Such programs could teach basic school subjects, such as reading or civics, to adults who have not completed high school. Other adult education series may concentrate on retraining to keep up with technological changes in such areas as auto mechanics. It is even possible that college credit courses will be available through television.

Other programming plans call for an expansion of local public television programming begun by WWVU-TV during its first year. These WWVU-TV productions include "No Gun Towers, No Fences," a documentary on Morgantown's Kennedy Youth Center, which has been selected for national distribution by the Educational Television Stations Program Service.

WWVU-TV produced series included the weekly *Mountaineer Sports,* hosted by Jack Tennant and featuring football films and interviews with coaches and players: and *Music At WVU,* as performed by School of Music faculty members.

Living up to its goals as public television for West Virginia, WWVU-TV produced a public affairs series on West Virginia issues, *Public File*. Funded through a $10,000 grant from the Corporation for Public Broadcasting and a $2,500 grant from the Sears Roebuck Foundation, *Public File* has so far focused on clearcutting, a controversial method of timber management used in the Monongahela National Forest; county comprehensive planning, with particular emphasis on Monongalia County; gubernatorial succession, as seen by former governors Cecil H. Underwood and Hulett C. Smith; and the status of education in the state.

Of the 190 public television stations in the country, WWVU-TV is one of the 20 best equipped. With full color capability, including two color television cameras, WWVU-TV's present equipment is valued at over $1.2 million.

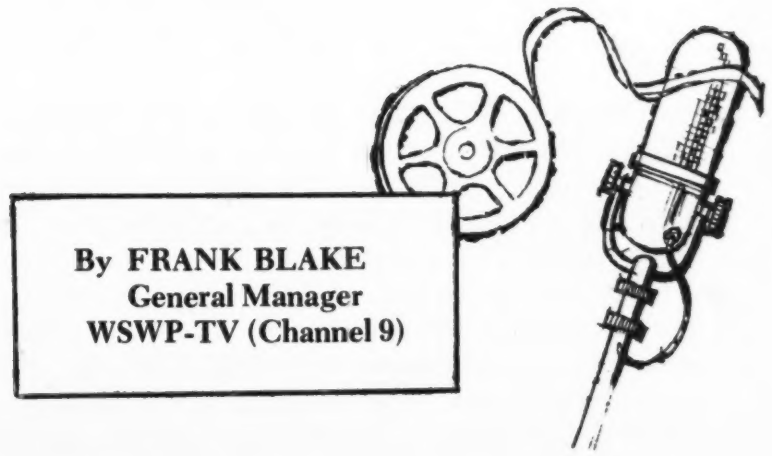
WWVU-TV hopes to produce another series, this one on the folk cultural heritage of the Mountain State. Featuring Dr. Patrick Gainer, WVU English professor and recognized expert on folk literature, the series will attempt to capture the language, attitudes, ideas, and music of this rapidly fading folk culture.

Besides the local and instructional programs, WWVU-TV also airs programs from national and regional sources, such as The Corporation for Public Broadcasting and National Educational Television. Among the most popular national series now being run are *The Forsyte Saga,* a serialized version of John Galsworthy's novels about Victorian England; *The Advocates,* in which skilled lawyers debate issues ranging from air pollution to the war; and two children series, *Sesame Street* and *Misterogers' Neighborgood.*

During its first year, WWVU-TV has begun to bring the best in instructional and public television to northern West Virginia. The future will see a continuation of these efforts to provide new educational and informational opportunities to the Mountain State.

WSWP-TV

Southern and Central Counties to benefit by new station



By FRANK BLAKE
General Manager
WSWP-TV (Channel 9)

West Virginia's Newest

"The single most important component in educational television is the classroom teacher."

Someone, probably a teacher, advanced that idea several years ago when television was first considered for classroom use. I consider the statement still valid and soon it should become a reality for hundreds of southern West Virginia teachers.

WSWP-TV is the call sign for West Virginia's third educational television station. WSWP-TV, headquartered in Beckley, will telecast on Channel 9 and its projected coverage area includes all or portions of 35 counties; 25 in West Virginia, nine in Virginia, and one in Kentucky. Television cable companies can extend the coverage even further.

Discovered and reserved for education in the early 1960's, Channel 9 was brought to life by five county school systems and four state colleges, Fayette, Nicholas, McDowell, Mercer, and Raleigh; plus Bluefield and Concord Colleges, West Virginia State and West Virginia Institute of Technology capitalized and now provide operating funds for WSWP-TV. W. R. "Pete" Cooke, superintendent of Mercer County Schools, is chairman of the WSWP-TV Advisory Council composed of representatives from the nine organizations.

County and college money was matched by an HEW grant last summer and the process of activating Channel 9 began. Everyone asked, "When will Channel 9 be on the air? What kind of programs will be televised? Will channel 9 telecast in color or black and white?"

The staff employed to activate WSWP-TV (a general manager, chief engineer, and secretary) was given the goal of a September 1970 air date. People who had been involved in establishing other educational television stations said it could not be done, e.g., manufacturers, consultants, program producers, and friends. Frankly, the goal was unrealistic, but after approximately six months, WSWP-TV development is on schedule.

Several critical phases have been completed: preparation of building plans, tower site surveying, soil core drilling and analysis, preparation of equipment specifications. And several critical phases are ahead: construction of the transmitter/operations building, purchase and installation of equipment (transmitter, tower, antenna, film and video tape gear, switcher, and associated items), program selection and scheduling, power and telephone service established, a well drilled, recruitment of an operations staff. The list seems endless.

Whether the September air date can be met depends on several variables, most of them outside the control of the WSWP-TV staff: on-time deliveries of building materials, no rail or truck delivery delays of equipment, an early spring and good weather through mid-summer, no faulty parts to be returned to the factory. And this list seems endless.

In fact, any deviation from the development timetable places WSWP-TV's air date in limbo.

If all pieces of the WSWP-TV puzzle fall into place, what can teachers, college professors, students, and the public expect from Channel 9?

WSWP-TV proposes to operate five days a week from 8:30 a.m., to 10:30 p.m. Most public school and college programming is produced in black and white, but the evening schedule of cultural and public affairs programs will be predominately in color.

Fortunately, southern West Virginia's rugged terrain is off-set by WSWP-TV telecasting on a VHF channel. The hills and valleys will not hinder the Channel 9 signal like they would a higher frequency. Any television receiver in the WSWP-TV coverage area (whether in a school, home, office or business) can receive Channel 9 as easily as the area's commercial stations in Oak Hill, Bluefield, Charleston or Huntington. WSWP-TV also will be carried by most area television cable systems which assure thousands of excellent reception.

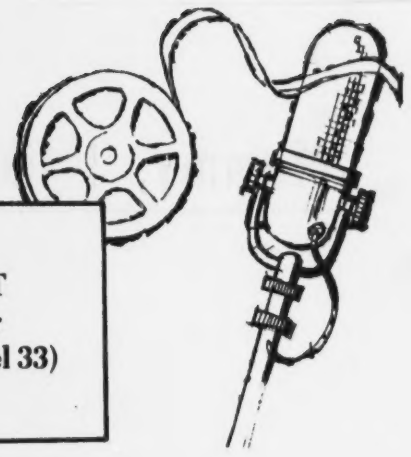
For years, West Virginia's educational status has been described as "behind" that of our sister states and the nation. To catch up, West Virginia would have to run faster, use a leap-frog method. Television is a rapid means of up-grading education. The same quality instruction and information can reach all students. Now, a school board can provide equal education to students in the smallest school in the rural areas as well as in the large in-town school.

The daytime schedule will feature Sesame Street for pre-school youngsters. Educational stations nationwide televise Sesame Street. Since its premiere last November, Sesame Street is being called the most significant "learning" program ever produced for children. Parents should be pleased with this excellent kindergarten in their homes and teachers should be

(Continued on page 27)

WMUL-TV

Designed to serve state's most populous areas



By LARRY BROQUET
Utilization Director
WMUL-TV — (Channel 33)

4,000 teachers involved in presenting 2,500 television lessons

Instructional broadcasting (ITV), is designed to augment classroom instruction by supplying direct teaching or enrichment instruction in specific subjects areas within the total curriculum.

During the 1969-70 school year WMUL-TV broadcast more than 2500 different classroom lessons ranging from phonics drills for first graders to a series on Communism for high school students. These lessons utilized at various times by the 4000 teachers and 99,000 students in participating school systems, have provided a new dimension for instruction in the Channel 33 coverage area.

Merely broadcasting the lessons, however, was only one step in a long series necessary for effective ITV broadcasting and utilization.

The ITV services of WMUL-TV actually began in the spring of 1969 with the organization of, and participation in, utilization workshops designed to aid classroom teachers in five counties with basic approaches to the use of ITV in their classrooms. These workshops emphasized the use of the telelessons as part of the *total lesson* for each day, rather than as an isolated part of instruction. Teachers were instructed in the *total lesson* design involving pre-telecast activities, telecasts, and post-telecast activities with each telelesson.

Program selection was an important aspect of this first year ITV operation. ITV coordinators and selected curriculum representatives from participating counties gathered at WMUL-TV offices on the Marshall University campus to preview video tapes gathered through the facilities of WMUL-TV and the Eastern Educational Television Network, a cooperative regional organization which allows member stations to select offerings from other member stations at a vastly reduced rate. Membership in this organization allowed WMUL-TV representatives to select programming from ITV stations in Boston, Pittsburgh, New York, Washington, and other eastern areas.

Initial meetings with ITV coordinators and testing representatives indicated that West Virginia students were in need of help in certain specific subject areas, primarily mathematics and geography skills. Since acceptable ITV series in these subject matter areas were not available, it was decided to produce these ITV series with local personnel at the WMUL-TV production facilities located at Nitro.

Representative curriculum committees from the participating counties met in the spring of 1969 and developed the objectives, scope, and sequence of the ITV series without basing the use of the lessons on a specific textbook, since counties utilized different texts in their various curriculum areas. The TV teachers, selected in the summer of 1969, then developed each specific lesson to meet the stated objectives and wrote a teacher guide for each series. WMUL-TV printed and distributed these guides, along with more than 20,000 other guides, to the teachers using the ITV lessons within the participating county school systems. (Kanawha, Cabell, Wayne, and Putnam Counties were involved).

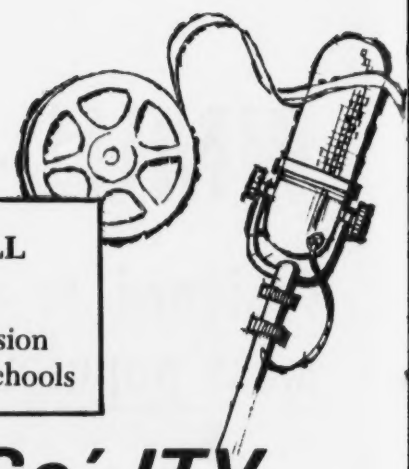
Locally produced lessons were all designed with the "single concept" approach whereby the television teacher and classroom teacher work together to develop a main idea based on specific objectives rather than merely focusing on content and facts.

Evaluation of the entire ITV broadcasting operation is a continuing process. WMUL-TV distributed 40,000 feedback evaluation forms to participating counties. These forms, which are filled out by the classroom teacher, are designed to enable the classroom teacher to indicate the success of the *total lesson* in her situation and give specifics concerning the ways the *total lesson* did or did not meet the needs of her classroom. The TV teachers eagerly await the feedback forms because they enable them to revise their approaches based on the comments of the classroom teachers. Evaluation committees in participating counties are presently meeting to determine the values of leased series from outside agencies. Their recommendations will serve as the basis for program selection for the 1970-71 school year.

The classroom teacher who is working with ITV lessons for the

(Continued on page 26)

'Mommy, I like going to school . . .'



By BEATRICE BEALL
Director
Instructional Television
Kanawha County Schools

Kanawha Teachers, Students 'Go' ITV

A beginning pupil went home last September after the first day of school and said excitedly, "Mommy, I like school, they've got TV!"

A father, in October, said, "This ITV is one of the best things that's happened in school for a long time. Now I can learn modern math and French along with my son. He won't get ahead of me now and I can help him with homework!"

A group of teachers wrote a letter indicating that the introduction of textbooks by ITV was one of the happiest things that could happen to them for an in-service program. Receiving information by ITV on how to use the new books permitted teachers to observe the programs in their own school in a relaxed situation. Time, energy, and perhaps some "tempers" were saved by teachers not being required to travel many miles to meetings for the introduction of new books.

For the most part, Kanawha County instructional leaders, pupils and parents are receiving Instructional Television with great enthusiasm. The teachers have accepted the television instructor as a member of their team.

It is possible for a classroom teacher to have an "extra teacher or specialist" in her classroom just for the "flip of a switch."

Last May, in-service meetings for the general introduction of television were organized and implemented throughout Kanawha County. Ten meetings were held in ten different sections of the county to acquaint teachers with the techniques of utilization for TV. Approximately 250 to 300 teachers were in attendance at each of the sessions.

The ten high school principals and their staff members who devoted much of their time in making arrangements in the buildings, preparing "goodies" for coffee breaks and excellent luncheons, rolled out the red carpet each time the van, with all the equipment such as a large telebeam, cameras and videotape recorders were delivered to the gymnasium or little theatre each evening about five o'clock. A crew of engineering specialists and technicians, along with county ITV director, accompanied the equipment and had everything "ready to roll" at 8:30 the next morning. This "circuit-riding" lasted for ten consecutive days until approximately 2500 people were introduced to the use of television. One of the most rewarding comments made during the meetings was by a young man from a secondary school. He carried a paper back book and at the break said, "Mrs. Beall, I have always taken a book to in-service meetings but I want you to know I haven't read one single page today. The meeting is interesting and I'm learning something new.

Presently in Kanawha County, approximately 23,000 children are involved in viewing many of the ITV programs. Each teacher has been supplied with guides to help her prepare the children for the ITV lesson. She also has the follow-up activities. Teachers have shared the thinking throughout the meetings that using ITV is much more than turning the TV receiver on and off. It is a learning situation with behavioral objectives to be kept in mind.

Teachers have often related that the television teacher is giving her class opportunities that she could not possibly give because of the expertise and time necessary in planning each lesson. Teachers have also related that pupils have become interested in having a "new" teacher come in to visit two or three times a week. Special education teachers have sent pictures showing how children have responded to some of the programs, especially in the music area.

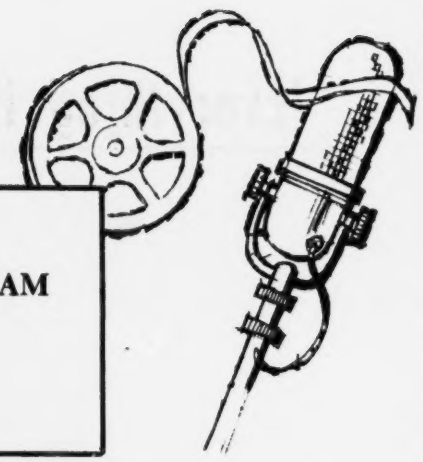
Teachers requested ITV programs in art, music, math and physical education during the spring meetings. The result was that two math teachers were employed to teach math for the primary and secondary levels. A teacher was employed to teach physical fitness and a social studies teacher was employed to help make map skills and other social studies skills more meaningful to the pupils.

In-service meetings are continuing during the current school year. Teachers may choose many classes from the county in-service training sessions. Three Saturdays are devoted to ITV meetings which are limited to a smaller enrollment than the spring sessions. Teachers are also participating in actual mini-productions from the planning, script outline, visuals and later becoming the "talent."

Jim Harris, director of the Instructional Services from Eastern Kentucky University, has been acting as a consultant with the participants. As one teacher expressed her evaluation of the meeting, she related that hearing Mr. Harris share experiences about the use of TV was very inform-

(Continued on page 26)

As a teaching tool



By KAREN M. CUNNINGHAM
American History II
Weir High School

ITV Potential Unlimited

Closed circuit television in our school impressed me, but I made no connection between this and my classroom teaching activities. My first use of our system was, therefore, very limited.

Teachers were informed that classroom films could be shown over the TV system. This appeared to be a relief from the details of securing projectors and screens and setting up and rewinding the film each period. It was no longer necessary to move classes to designated film rooms, and as many teachers as wished could have their classes view the film in the separate classrooms. The introductions and follow-up discussions suddenly seemed to be easier and of more value Needless to say, the use of films increased.

Current events provided the impetus for expanding the range of ITV. Students were permitted to watch space shots and recovery operations as they occurred. Students joined others in awaiting word of the outcome of an attempted assassination of a public leader, silently watched funerals of national figures, and analyzed the import of Presidential news conferences and addresses by visiting heads of state. Even the workings of the United Nations moved live into the classroom. Current events moved from the evening news, newspapers and magazines, and warmed over class discussions, into an integral part of the classroom activities.

A team teaching situation opened another area for utilizing ITV. What can one do when it is necessary to be absent from school and it is your turn to present the lesson.?

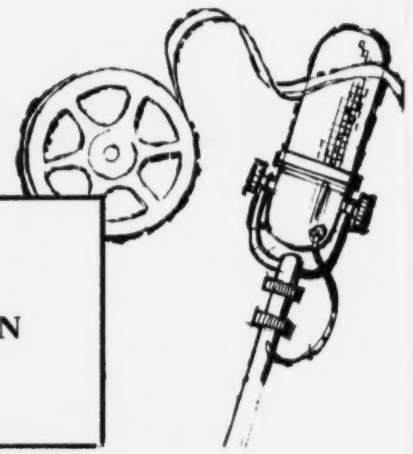
If you know of this situation in advance, television can solve the problem—video tape the presentation. The challenge arises to do more than just lecture. Why not add pictures, music, maps, and charts? In some instances, records may be used for sound effects or to provide the actual words of a person mentioned. What began as a plain presentation becomes a finished product available for use in years to come. The materials do not have to be re-assembled each year. Other teachers may also use this tape. This provides a variation in technique and is somewhat of a novelty to the students.

ITV is an integral part of the lives of our students, yet few of them have had first hand experience with it. This can be effectively remedied in the school. Many teachers draw upon the community for resource people. You may hesitate to ask them to spend the day speaking over and over to your classes and leaving out students in other classes in the same subject area. Tape recordings are an unsatisfactory answer to the problem but ITV provides an excellent method. Students representing all classes chose, from among themselves, those who will do the questioning during the taping. These students select the questions they would like to ask the speaker. The resource person makes a brief talk and then responds to the students' questions. This is then available for later showing. Many students have participated and the resource person did not have to repeat the same presentation several times.

I have had students who requested, and were granted permission, to make their own film to fulfill a semester assignment. In one instance, three boys chose the bombing of Pearl Harbor. The county ITV director provided the guidance as they built their own models, researched and organized their information, selected appropriate music, locale, and finally filmed. In a field, they dug and filled a harbor and cleared an airstrip. Using lighter fluid, a pellet gun, and firecrackers, they proceeded to destroy their models at their "Pearl Harbor." They wrote their own script and did their own narration which was added to the "live action" later. The end result was an excellent amateur production. The students admitted gaining more than just the fulfilling of an assignment. The first viewing was eagerly awaited by much of the student body. Again, that film is part of our library and available for showing over our closed circuit system.

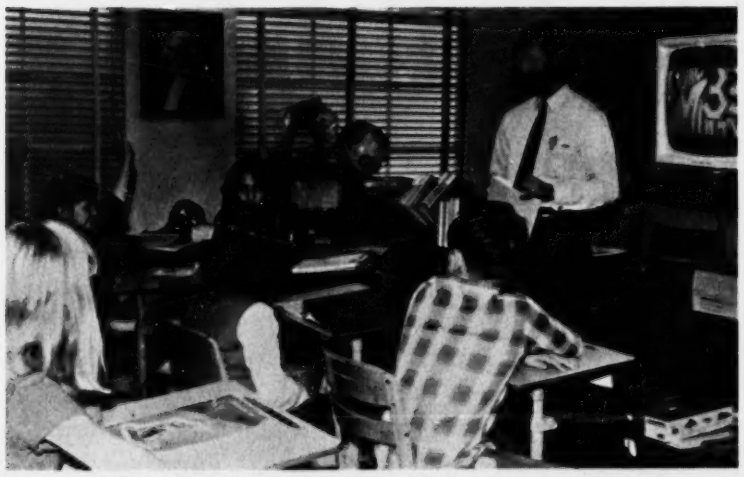
The more I work with the ITV the more I realize its unlimited potential as a teaching-learning device. It is now an integral part of my plans for the teaching of my subject.

'Everything it was said to be . . .'



By HENRY A. RAY
and
MILBURN "JOE" NOLAN
Division of Instruction
Wayne County Schools

Wayne County Plans Wider ITV Use



John Sutherland, Ferndale Elementary, prepares his sixth grade students for an upcoming program over WMUL.

Karen Nemens, teacher at Buffalo Elementary, uses television with a group of Special Education students.

Milturn "Joe" Nolan and Henry A. Ray work with some of the instructional television equipment just prior to recording it on video tape.

Instructional Television has not been utilized in Wayne County long enough to make a definite measurable evaluation of its effectiveness, but progress has been made to the degree that teachers and the public know that ITV will eventually become one of the most valuable teacher aids in the classroom and the best educational device in the home.

Each classroom in Wayne County has a television set; teachers have had many hours of in-service training for the use of ITV; additional maintenance personnel have been hired; the public has been kept informed of the progress made with ITV and the administration and supervisory staff have spent many hours in getting ITV on the air and into the classrooms.

Has all this time and money expended paid off? Here are some comments from a cross section of Wayne County schools:

John Sutherland, sixth grade teacher, Ferndale Elementary School: "I have found Instructional Television to be everything it was said to be, informative, educational, helpful in supplying valuable follow-up activities to be used along with the regular classroom work, as well as entertaining. I have used ITV since September 15 when Channel 33 signed on. The only difficulty that I have had, and I was cautioned about this, is the fitting in of the ITV schedule with my classroom schedule. With many schedule changes and cautious planning, this problem has been alleviated."

"The programs are very well geared to the students' needs and they seem quickly to grasp the main concepts being presented by the TV instructor. I have found that it takes about five minutes or more to prepare the students for the program, and we usually spend ten to twenty minutes in post-television activities."

"The students seem to enjoy ITV, and so far, I have observed that the television lessons reinforce concepts presented in the textbook. Instructional Television is one of the most valuable teaching aids in my classroom."

Mrs. Bonnie Hall, remedial reading teacher, Lavalette Elementary School: "I believe Wayne County has chosen a good time to invest in ITV. We are taking advantage of the mistakes made by the pioneer ITV broadcasting as evidenced by the high quality of prepared tapes now available. My children are enthusiastic about ITV and this makes my teaching of remedial reading more interesting and worthwhile. Of six series that were evaluated at this school, I have heard

our faculty comment favorably about five and only unfavorably about one."

Mrs. Karen Nemens, special education teacher, Buffalo Elementary School: "My students see ITV as something new and very exciting. They anxiously await its programs and look forward to each lesson. ITV certainly broadens their classroom experiences—which is, of course, extremely valuable. At times they are reluctant to actively participate with the ITV instructor but they will overcome this shyness eventually. We sometimes have to see a program twice in order to get a meaningful follow up activity. The selection of programs is good but more science for the primary grades could be an improvement. The guides are good—we couldn't get along without them. I would like to have more pre-telecast suggestions since my students need extensive preparation for a lesson."

Mrs. Olive Marcum, first grade teacher, Prichard Elementary School, has been using ITV since September 15 with great success. She and Mrs. Elizabeth Michaels, another first grade teacher, do a modified form of team teaching with ITV. They plan their pre-telecast and post-telecast activities together in what Mrs. Marcum terms "think sessions." They take time to devise new and creative ways to get the students interested in the subjects being presented on television. Together they teach the students how to listen, how to save valuable time in preparation for the programs, how to actively participate with the "visiting" teacher, and how to learn while having fun with the follow-up activities. Both first grade classes share ideas as well as fun with ITV. Mrs. Marcum said, "These students look forward to each ITV lesson with enthusiasm and anticipation to the new activities the television brings."

The seven secondary schools have just recently been equipped for ITV reception. Coordinating ITV telecast lessons with class periods is a major problem. To meet this situation, Wayne County schools will be equipped with video recorders and playback machines so that programs can be recorded and re-broadcast over closed circuit to classrooms when particular programs are needed in the instructional program. In addition, each secondary school has a "Broadcast Club" composed of students learning the mechanics of the television equipment. These students will do the recording and playback for closed circuit television and help teachers with minor mechanical difficulties in the use of television.

During the 1970-71 school year the ITV maintenance manager, Harold Adkins, will teach television mechanics at Wayne High School where all Wayne County schools' televisions will be repaired.

Plans are already being made for improvement in this year's telecast of series of lessons. Each teacher is submitting an evaluation of the programs he uses in his classroom—Is it suitable for his particular instructional need? Can improvement be made? If so, what? How can the total ITV program be improved? These and many other questions are being answered by the classroom teacher. New series are being televised and teachers are asked to view and comment on prospective series for next year.

As I see it—

How ITV Helped Me

By MRS. RUTH VAN METER
Cove Elementary School
Hancock County

Having taught in the West Virginia school systems for the past twenty-seven years, I am continually faced with the task of keeping up with the times. The challenge in education is great. We, as teachers, must be ready to provide the best quality of teaching that each and every student is entitled to have. We cannot stand still—we must move forward!

Educational television has made great strides to aid the teacher in this way and is improving every year. It is not only a very excellent visual-aid, but the information contained in the various programs enables the teacher to have at his command, information instructional aids, and specimens which would take hours to compile. And some of the equipment used in television presentations is not always available to the classroom teacher. ITV also reinforces the various skills taught in the classroom.

Never, should the teacher attempt to use ITV to replace regular classroom instruction, or to use it as a means of just taking up time.

For instructional television to be effective, the teacher should prepare the students for the material to be presented and then, immediately after the program, conduct a follow-up.

Sometimes, for the "slow-learner" or the student who just can't seem to get started, educational television has been a great aid. Some students believe the textbook is just a heavy object to carry around. When a lesson is taught in the classroom, the attention of the student is sometimes lost in just following the textbook. When he can view the same topic on television, the characters become alive, moving and speaking. In observing a class, I have been able to see a student become totally engrossed while watching a television program on the same topic that I had attempted to teach under regular classroom conditions. Usually, after the program, that same student, along with many others, can hardly wait to get back to the classroom to re-check the textbook, ask for a dictionary or a reference book for further study, or to seek clarification of something he saw or heard during the television presentation.

When a teacher sees this occur, it is considered a great accomplishment in the daily life of a teacher.

As teachers we should use every available means at our command to enrich the life of a student. He is ours for about ten months of every year, to mold and shape as a citizen of tomorrow.

Using station WQED from Pittsburgh, Channel 13, teachers are furnished curriculum guides which list all programs—materials to present before the program and also follow-up activities. These programs are very well planned and are well worth viewing. The student is greatly enriched by these programs.

Testimonials

Cabell County's ITV Acceptanc

"I think of television as a type of team teaching. The ITV teacher can stimulate my students through a wide variety of visual materials and I can follow up by making the lesson meaningful to each student." — Fifth grade teacher

"My students take vicarious field trips via one of our TV series, places we could never visit as a class. It's certain to enlarge and enrich their backgrounds." — Fourth grade teacher

"Television demands being on schedule. Sometimes I resent stopping a good lesson I have going, to prepare my class for their scheduled TV program." — Seventh grade teacher

"Teachers have so received televised lessons with an open mindedness that it has increased their awareness of the benefits of audio visual materials. This can possibly explain a 12 per cent increase of film circulation this year since the advent of ITV." — Director of Curriculum Materials Center

"All the programs are good—it's been hard for me to choose, but I decided to use just two series so I could do the follow-up lessons and make the programs more meaningful." — Sixth grade teacher

"I'm pleased our county does not make any ITV programs mandatory. I can select the programs that fit the needs of my students." — Second grade teacher

"I wish we had a primary art series. I need help in this area." — Second grade teacher

"Personally, I was very skeptical about the impact ITV could make. But my students' enthusiasm has changed my mind. They love it—and they're learning from it." — Ninth grade teacher

"By using the ITV series "Vamos A Latinoamerica" with my Spanish II class, students have been exposed to the geography, the history, the politics, the people, the art, and the literature of the Spanish-speaking world in the Western hemisphere. These areas add depth to the subject and they are not normally covered in a regular classroom Spanish class." — High school Spanish teacher

What about after school ?

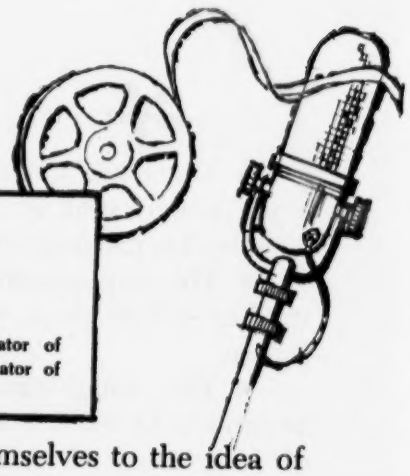
Programs Also Sche

With the establishment of three new television stations, a new opportunity for the expansion of West Virginia's cultural, entertainment and educational horizons has been presented. These stations — WWVU-TV, Morgantown, WMUL-TV, Charleston-Huntington, and WSWP-TV, soon to be completed in Beckley, are quite different in programming philosophy and concept from the commercial television stations serving West Virginia. These three stations are part of a nationwide movement, already comprising almost 200 television stations, that is referred to as Public Television.

While all television can be received by any standard television set, the term Public Television is derived from the public service function of that medium. Commercial television, although it presents many fine programs, exists within the free enterprise, profit motive system. It must attract advertisers by gathering as large a viewing audience as possible. The programs presented by commercial television, therefore, tend to be of a light entertainment nature, only incidentally related to the needs and desires of its audience. Public Television on the other hand, presents programming which is designed to serve the needs of its audience, as well as provide programming that is unavailable from other sources. To insure that Public Television indeed has the interests of its audience foremost in mind, stations are noncommercial and are prohibited from carrying any advertising. Programming policies are determined by consultation with members of the public and public institutions to provide an accurate reflection of the needs and desires of those in the audience. WWVU-TV, Morgantown, is operated by West Virginia University which cooperates with a Community Advisory Board of twelve individuals regarding station matters. WMUL-TV and WSWP-TV each are under the direction of Advisory Councils composed of area educators and operate under the auspices of the West Virginia Educational Broadcasting Authority, an independent state agency.

The Public Television stations of West Virginia provide programming in four areas of public interest — instruction, information, children's programming, and cultural affairs. Some of this programming is produced at each station studio, while other programming is obtained from a variety of regional and national programming sources. Much of the programming broadcast is obtained through an exchange of the best programming produced locally at the almost 200 Public Television stations throughout the United States. In addition, programs produced at any one West Virginia station are available for broadcast by all stations.

e Simply 'Terrific'



By ROBERT GRIFFIS
Director of ITV
Cabell County

In cooperation with Sue Bowen, ITV Coordinator of Elementary Schools and Bill Russell, ITV Coordinator of Secondary Schools

Cabell County teachers and students have had an opportunity to use Instructional Television since WMUL-TV, Channel 33, began broadcasting in September of this school year. Of course, it is too early to claim that ITV has greatly improved the educational program for our students or to conclude that it is a waste of time and hampers our program.

Comments from teachers and students range from positive statements filled with superlatives to negative expressions. It is good to report, however, that disgruntled viewers are a small minority and most of the situations leading to negative reactions are due to electronic problems, which can be corrected, or lack of programming in certain curriculum areas.

Although the degree of success at this time cannot be measured accurately, our impression is that the program is headed in the right direction. If eventually we can, with certainty, say that television is having an impact on our instructional program, it probably can be attributed to the following factors:

- The full support of the board of education and superintendent in committing themselves to the idea of ITV.
- An orientation program during the preceding year which attempted to inform teachers of the potential value of ITV.
- Involvement of teachers, principals, and supervisors in early planning and in selection of programs for broadcast.
- The recognition that the principal is the instructional leader of his school instructional program, and providing him with training and materials so that, in turn, he could conduct in-service training sessions for his faculty.
- The decision by the administration to provide each teacher with a television receiver in order to eliminate problems experienced in other school systems where sharing of receivers was necessary.

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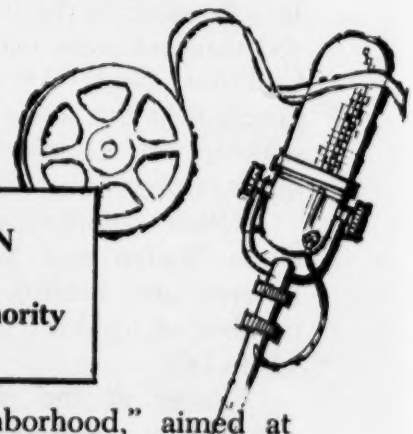
duled for 'John Q. Public'



By WILLIAM COOPERMAN
Coordinator
Educational Broadcasting Authority

The greatest single area of programming and the most important area with respect to the future of West Virginia, is that of instructional broadcasts. These are programs directed for use in the classroom to provide the teacher with additional resources within her own teaching situation. However, instructional programming need not be restricted to use in the classroom. Colleges and universities will use television to aid in their own academic programs, as well as providing educational opportunities as part of their extension services. Course work on both the graduate and undergraduate level will be offered for those who wish to further their education in their own home. In-service programs, such as "Nursing and the Law" will aid professionals to keep abreast of developments in their fields. Instructional programming will even be available to assist those adults who have not completed high school in obtaining their equivalency diploma. Through instructional programming, all levels of education in West Virginia will be assisted and made more accessible to all residents of the state.

Much concern has been expressed over the past few years on the possible effects of television on children. Realizing that television can be worthwhile just as it is entertaining, Public Television presents several programs directed at various age levels. Two very popular programs are "Misterogers Neighborhood," aimed at three through [illegible] year olds, and "What's New," for those seven through twelve. These programs, as well as others, help children explore the world around them and develop as individuals. Both children and adults are treated with respect and violence is never present as part of some humorous situation.

Understanding the importance of early childhood education and the general lack of public kindergartens, Public Television has embarked on one of the most ambitious projects in the entire history of television. This is the series, "Sesame Street" a full hour, every day for 39 weeks to teach children things they will need when they begin school. Things like letters of the alphabet, new words, numbers and counting, about mountains and oceans, animals, where food comes from, and new ideas about the world around them. Response to this program has been enthusiastic throughout the country, for now any child with access to a television set can prepare for

(Continued on page 22)

Cabell County ITV Simply 'Terrific'

- The employment of a staff of three people to work directly with teachers, principals, and WMUL-TV personnel in program utilization.
- The employment of four persons on the technical staff to reduce those problems resulting from machine failure.
- The involvement of teachers in evaluating programs broadcast in order to assure that program offerings meet the needs of teachers and students as nearly as possible.

Teacher cooperation in serving on 32 separate program evaluation committees has been invaluable in determining the recommendation of Cabell County for the 1970-1971 program schedule. Through a system of having committee membership contact all teachers using a certain series, information is obtained from a large number of users which pertains to their impressions concerning (1) the TV teacher's presentation (2) appropriateness of lessons (3) students' attitude and reaction, and (4) the contribution the series makes to the curriculum area.

Some objective data is currently available which assures our staff of general acceptance of the program. In December a school-wide survey was made in order to determine the number of teachers using each of the 32 programs. The survey indicated that usage in the primary grades exceeded our expectations for the first year of broadcasting. In the first two grades, for example, 156 of 183 teachers were using a music program titled "Sing, Children, Sing." Of this number, 128 used each program in the series while 28 teachers indicated they selected only certain broadcasts to view. This is a 15-minute program broadcast once each week.

Other popular programs at the primary level include "Listen and Say" (phonics), "All About You" (science and health), and "Mathemagic" (math). The number of teachers using these programs ranges from 121 to 148.

Usage at the intermediate level is also highly satisfactory, although not as many teachers use each series. This is due to a wider selection of programs and the fact that most programs at this level are more specialized, therefore fitting our existing curriculum more closely at one grade level. Some of the popular intermediate programs as indicated by the survey are: "Love of Art," used by 99 teachers; "Search for Science," used by 80 teachers; "Children of Other Lands," used by 88 teachers; "Music, U.S.A.," used by 71 teachers; and "Exploring Our Language," 68 teachers. Another significant fact indicated by the survey is that 34 fifth and sixth grade teachers are using a French program, "Parlons Francais."

In the secondary schools ITV is being utilized to a lesser extent than in the elementary schools. This is not to say that junior and senior high school teachers and students are not aware of the value of televised programs in their schools, but certain factors exist which prevent their making as extensive use of the programs as that made in the lower grades. This was anticipated at the beginning of the year and has developed about as expected. All programs are being used, but some of the scheduled offerings are of such nature as to apply only to a rather limited group, such as the series on Latin American culture, or Space Age Science. The one greatest problem in using open-circuit broadcast in secondary schools is that of scheduling. Although each program is repeated at least once during the same day or the same week, the time schedules in the school prevent many students from viewing the broadcast at the times they are shown. The difficulty of building school schedules around the broadcast schedule is easily apparent, and is further complicated by the fact that several counties are cooperating in the program, each county having secondary schools of greatly varying size and course offerings.

To overcome this hurdle, Cabell County is proceeding with a plan to equip all junior and senior high schools with facilities for taping the programs as they are broadcast by the station, so that programs can be re-broadcast in the school at the time desired by teachers. The tapes can be kept as long as necessary and then erased and used repeatedly. This function of taping programs as broadcast for later replay will be part of our planned in-school closed circuit television system which will also allow for the intra-departmental TV hook-ups; in-school news program; reception in each room of special instructional programs developed within the school; interchange of tapes with other schools and possibly other counties; use of video tapes distributed by our Curriculum Materials Center; and development of courses and individual student projects in television production as pre-vocational and pre-professional training in television maintenance, engineering, performing, and management.

Math Teachers Plan State Meeting

The West Virginia Council of Teachers of Mathematics will hold its annual meeting March 20-21, in the Fine Arts building at West Virginia State College. Exhibits, programs and discussions will begin Friday noon and continue through Saturday afternoon.

The conference theme is "Excellence in Mathematics Education for All West Virginia Children and Youth." Mrs. Florence Wiersma of the host mathematics department is on-campus chairman, with assistance from the Kanawha County Council of Teachers of Mathematics and the West Virginia Council of Teachers of Mathematics.

A special feature of this year's meeting will be the participation of a guest mathematics educator, Mrs. Edith M. Proudlove of England, a teacher at Martinsburg South Junior High School. Mrs. Proudlove will speak on "Mathematics Teaching in Elementary and Secondary Schools—English and American."

Educational Radio–

By WALTER BROWN
West Virginia Wesleyan College
Associate Dean of the Faculty

State's Largest on Wesleyan Campus

Donald Singleton, director of Educational Broadcasting for Wesleyan instructs a group of students in the operation of the station.

It's "on the air" time as students start the morning programming.

Two of the station's student operators go over recording console.

Educational radio is not dead! It has been revived and through the facilities of West Virginia Wesleyan's educational FM station, it is being beamed to the borders of West Virginia, north to Pittsburgh, south to Kentucky, and west to Ohio. Yes, educational FM is taking its rightful place in West Virginia by furthering the educational opportunities of both young and old through unique programing that is geared to the needs of both classroom and home environments.

WVWC-FM had its inception when the College decided to venture into a total program of communications media in which radio would begin to play an important role in education. The continuing task of developing the FM facilities did not lack direction or a devoted staff of planners, but one obstacle which was not envisioned was the "quiet zone" existing over a large part of West Virginia. This zone is a geographical and space area reserved and controlled by the government and includes their radio installations at Green Bank and Sugar Grove. WVWC-FM found itself in the midst of this restricted area and sanction for final transmitter site location was not forthcoming even though initial government approval was obtained to construct a transmitter within this "quiet zone." The problem was resolved only when it was decided to place the transmitter 27 miles from the College on a site beyond Weston, which is just outside the controlled zone. This made it necessary to provide remote control between the College compus studio and the distant transmitter—no easy task. In the face of this hardship, determination prevailed until today WVWC-FM radio radiates 14,000 watts at **88.9 on the FM dial** as a measure of academic persistence to bring a new educational opportunity to the people of West Virginia.

Programing radio on a state-wide basis has become a serious responsibility for the Director of Educational Broadcasting, Donald Singleton. He is constantly evaluating and restructuring the station format in order to provide a broad approach to educational radio. Many programs are selected from those being produced by college and university production centers for distribution to educational stations. These are selected for the potential value to West Virginia and include such programs as *Georgetown University Forum, Concert Hall, Education on the March, University Hour, N.A.S.A., U.N. Perspective,* and *Church at Work.* In addition, much attention is being given to locally produced programs in order to effect a more meaningful identification between receiver and sender. This kind of programing, it is hoped, will give an indigenous

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Educational Radio on Wesleyan Campus

element to the station and allow WVWC-FM to be truly representative within the state.

Currently, West Virginia colleges, elementary schools, and secondary schools are being asked to consider their involvement in providing and receiving programing which would be of particular benefit to them. It is necessary to include local school systems in order to incorporate their ideas for a meaningful supplement to classroom instruction during the daytime hours. Specifically, Wesleyan College is developing programs which can be a part of the on-going school curriculum in such subject areas as art, history, literature, foreign languages, and other subjects easily adapted for FM radio. Educators are recognizing more than ever before that radio can be an effective medium for learning, and it correlates well with educational television in the classroom.

The purpose of Wesleyan's FM station is not to provide the usual programing which the listener has available from commercial FM stations; but, rather, to devote its effort to a balanced service concept of audience involvement. No attempt is being made to appeal to a universal audience, but there is an ever growing number of persons who are concerned for self-enrichment. It is hoped that WVWC-FM radio will nurture a renaissance which will incorporate the utilization of radio as an innovative tool for the improvement of the learning process.

Wesleyan is interested in sharing its resources through radio; and, by using this communications medium, special enrichment opportunities can be provided for thousands of our public school students. Also, a wide range of persons will be able to improve their competencies through adult education courses via radio. In-service courses will be accompanied by pre-printed texts and visual materia.s to be used while listening in the home, office, or plant. This kind of radio instruction does require considerable financial support either from supplementary public funds or private gifts.

Wesleyan College has already availed itself of national consultation services through the Association of Educational Broadcasters, the national project for the improvement of radio and television instruction and the extended services of the Corporation for Public Broadcasting. The West Virginia Educational Broadcasting Authority has been most helpful in supporting the purposes of WVWC-FM radio within the state, and continues to be helpful in identifying needs and promoting specific radio projects.

It has been found that public school teachers and college professors are becoming intrigued with the possibilities associated with radio, and unique innovations often become a product of their involvement.

West Virginia Wesleyan College is pleased with its performance in educational FM during the past year of operation and accepts the challenge of a greater contribution to the total educational efforts within the State of West Virginia.

Programs for 'John Q. Public'

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school right in his own home even if he does not have access to a kindergarten.

While the daytime hours of Public Television broadcasting are primarily devoted to children's programming, both in the school and at home, the evening hours are primarily for adults. It has been often said that commercial television is aimed at the twelve year old mind, but this is certainly not true of evening programming on Public Television. A wide diversity of programming is offered in both informational and cultural areas. A great variety of informational programming is presented. Hard documentaries are presented on "NET Journal," news analysis by members of the New York Times on "News in Perspective." William F. Buckley placed personalities on the "Firing Line" and the men around the president are interviewed on the "President's Men." Controversial issues are debated on the "Advocates." Consumer issues are explored on "Your Dollar's Worth." Many of the information programs encourage audience involvement with a wide range of how-to-do-it programs: "French Chef with Julia Child," "Bridge with Jean Cox," "Auto Mechanics," "Smart Sewing," "Folk Guitar," "The Busy Knitter," "Sportsmanlike Driving," "Antiques," and many more.

The cultural offerings of Public Television are just as varied, and are continual. Drama includes a play each week presented on "NET Playhouse," and a weekly dramatization of Galworthy's "Forsythe Saga." Music may include symphony concerts, original opera written especially for television, recitals by Young American Artists, or an exploration of jazz and folk music. Literature is examined on "Book Beat," a weekly discussion with noted authors. Art, the dance and music all appear on the weekly "NET Festival." For the science oriented there are programs concerning advances in the sciences, and another originating from the Boston Museum.

The list of cultural, as well as informational programming, available on the Public Television stations in West Virginia is ever changing and literally endless. Programming does not start in the fall and continue throughout the year but is continually changing so as to present as many different types of programs in as many different areas as possible. The success of Public Television does not lie in having a maximum audience for each program for then it would not have enough depth to be of interest to those in the audience for whom it is intended. Rather, by presenting specific programming, to attract different segments of the audience, Public Television can best serve the public.

SCIENCE COMES ALIVE . . . . VIA ITV

By ROSE HAUSMAN
Cove School
Sixth Grade Science
Hancock County

The teaching of science when coordinated with Instructional Television is exciting and can open up new horizons. Children need very little motivation or stimulus to keep up their interest. There is always some activity going on in the science classroom.

In the Hancock County Schools, television serves as a basis for the science program in the intermediate grades. It not only supplements, but enriches, classroom instruction.

An area approach is followed in the television series. These areas have been chosen on the basis of current trends and practices in the teaching of science. They provide the continuity and depth needed. The classroom activities provide for a more complete growth in science for the individual student.

The television lesson is presented once a week on Tuesday and alternate Thursdays. Many demonstrations are an integral part of the lesson and help make the lesson more effective. These are then duplicated in the classroom by the students.

Before the children view a lesson, the classroom teacher should study the classroom guide provided by the television station. The lesson should be introduced, so that the children will have some idea of what they are going to do and see. The teacher may have ditto sheets prepared which state the purpose of the lesson and some of the outcomes. Vocabulary words, guide questions and activities can be a part of this.

After the television lesson, follow-up activities should be carried on. Discussion brings up many questions that the children are curious about. This in turn stimulates research. The demonstrations shown on television are tried in the classroom by the children. Other experiments involving the same principles are used. These aid the children in the use of scientific equipment and correct scientific approach.

Many elementary teachers shy away from teaching science, for fear their science background is insufficient. With television as an aid, this need not be the case. The teacher views the lesson with the pupils and learns at the same time. For the novice teacher, it provides a starting point. The curriculum guide provided in coordination with the program offers many ideas and can also be used as a course of study.

Film strips, overhead transparencies, films, tapes and other audio-visual aids, plus the use of scientific equipment, are all a part of teaching science. This is a far cry from the single text book approach. Multi-text and reference material in conjunction with the use of television are all a part of today's science program.

After teaching science through many varied approaches, I find the use of television to be both stimulating and rewarding. Because of this approach, my students feel that science is relevant. It has implanted the desire to delve deeper into the fascinating areas encompassed by this subject. Music to my ears is when the bell rings and I hear a voice saying, "Oh no, do we have to go?"

CONFUSED . . . about travel credit? . . . well now read this

Many teachers appear to be interested in educational travel to be used in lieu of college credit for renewal of their Professional Certificates and/or for college credit.

Actually, both can be done, but such arrangements are not made with the West Virginia Department of Education—at least not initially. Here is what you must do: If you desire to receive college credit for travel in lieu of hours in the classroom, such arrangements are to be made directly with the college or university which is sponsoring the trip and offering the course. The college, upon inquiry, will provide information relative to other cooperating agencies.

If you desire to renew your Professional Certificate by use of educational travel in lieu of college credit, you should first obtain permission from your county superintendent for such travel and sign a Certificate Renewal Program Agreement. This agreement, which must also be signed by the superintendent, is sent by his office to the office of the Director of Certification, State Department of Education, Capitol Building, Charleston. When this form is received by the Director he will then send the directions to the teacher on the procedures necessary in submitting proposed itinerary, duration of trip and all of the necessary forms for submission of information for renewal.

There is no need to write to the State Department of Education until you have taken the steps indicated above; however, information relevant to the use of educational travel in lieu of credit for renewal of the Professional Certificate will be submitted upon request.

SOCIAL STUDIES TEACHERS ELIGIBLE FOR PRACTICAL POLITICS SEMINAR

The second annual Robert A. Taft Institute of Government Seminar in Practical Politics will be held at West Virginia University from June 29 to July 15. The seminar will consist of 13 week-day classes lasting from 9:00 a.m. until 4:00 p.m. Morning sessions will be devoted to lectures presented by staff members of the University Political Science Department, while afternoon sessions will feature discussions led by practicing politicians from all levels of government—local, state, and national.

The seminar is open to 25 elementary and high school teachers who are residents of West Virginia and whose teaching field is social studies or a closely related subject. Teachers will be chosen on the basis of their academic record and desire to further their knowledge of practical politics. Participants will be awarded four semester hours of graduate credit. An additional two semester hours of credit may be earned by those teachers who arrive on campus two weeks earlier and enroll in a directed readings course in politics.

Major expenses will be paid by the Taft Institute, including tuition, room and board, and textbooks. Housing and classroom facilities will be provided at The Towers dormitory complex. Registration will be held Sunday afternoon, June 28.

Additional information about the Taft Seminar may be obtained by writing to Prof. William R. Ross, Political Science Department, Woodburn Hall, West Virginia University.

RADIO—

Has Many Advantages For Classroom Teacher

Radio has many fine attributes as a medium for education, but unfortunately it has been shoved into the background recently by the more glamourous medium of television. Among the points to be considered in assessing the value of radio to educators are the following:

- It is relatively inexpensive. Depending on power and sophistication, a radio station can be built in the range of $10,000 to $50,000 which would adequately serve an institution or school system and the public. This is only a fraction of what a television station costs.
- It is readily available. Extensive wiring and other preparation of buildings is not necessary. Sometimes a master antenna system may be needed, but usually a good FM radio set in a classroom will suffice.
- Production of local programming is simple and inexpensive. There are no costly studios with cameras, lights, sets, etc.
- Programs from national sources and other suppliers come on inexpensive and easy-to-use audio tape. They are also in plentiful supply.
- For certain types of presentation, radio is actually superior to television. Radio appeals to the imagination and is therefore the number one medium for story telling and dramatics. Do you remember "Let's Pretend," "Inner Sanctum," and "Radio Theater?" Seldom has television reached such heights of stimulation for the imagination. This aspect of radio can be tapped for education.
- For certain types of programming, usually referred to as "the talking face" because the television lesson is simply a teacher sitting or standing and talking, radio can do the job equally as well. Why spend thousands of dollars just to get a verbal message across when it could be done cheaply by radio?

This is not to downgrade television as the ultimate teaching medium. It simply means that television should be used where the audio and the video are necessary, but where audio alone can suffice it should be used.

The Broadcasting Authority has taken steps which hopefully will lead to a statewide radio plan. The Federal Communications Commission is working on an FM radio allocations table which will reveal what channels are available to West Virginia. The Authority has submitted its own request for sufficient channels to provide adequate service to the state, and a number of institutions have expressed interest in radio. Bethany College and Marshall University already have small broadcasting stations, and West Virginia Wesleyan College has built the only large educational radio station in the state. Some secondary schools and colleges have developed carrier current operations which provide programming for a building or a campus, and afford training opportunities for students interested in broadcasting.

However, at the time of writing the Authority is awaiting the FCC report on allocations. When it is received it will proceed with drafting a West Virginia radio plan.

Kanawha Teachers—

(Continued from page 14)

ative but when she became actually involved in the production, then what he had said truly became meaningful. Elementary supervisors of general instruction have been sponsoring the in-service meetings in cooperation with the ITV director.

An attempt is being made to acquaint the general public with the instructional programs being offered through ITV as well as the use of this medium to make the public aware of the responsibilities and duties of the school board, the superintendent and his staff, and other members of the professional staff. Many interesting programs have been filmed such as: The Role of the Board of Education, The Superintendent and His Administrative Staff in Operating the Public Schools of Kanawha County; School System on the Move; Plans for Vocational and Technical Centers; Space-Related Science Project; Special Programs for Special People—Empathy Without Sympathy; Success for Every Child Through Continuous Progress; Team Teaching-Superintendent to the Child; Kanawha County Student Teacher Center. One of the most exciting programs written was the one including statements to Kanawha County students from Col. Frank Borman concerning the Space Related Science Project.

WMUL-4,000 Teachers

(Continued from page 13)

first time is also in a learning situation. Scheduling problems, reception problems, interruptions, communication lapses, time to work in the proper activities, lack of materials, etc. all contribute to her frustration.

Initial response, however, has been excellent particularly in the elementary areas where scheduling is more flexible. Utilization in junior and senior high areas has been minimal this year because of lack of reception equipment and scheduling difficulties. ITV coordinators are working to circumvent these problem areas in the 1970-71 school year.

What does the future hold for the WMUL-TV instructional broadcasting operation? The 1970-71 school year offers a real challenge. Increased local production will become a reality with the completion of the new communications center on the Marshall Campus this summer. More extensive ITV programming and the inclusion of production of higher education programming appear likely.

WSWP–State's Newest

(Continued from page 12)

happy with better prepared first graders.

Selection of elementary and secondary programs is based on need in cooperation with staff and teachers from the five supporting counties. A college-level committee is working on the same task in the same fashion—determine common needs and then find programs to fill the needs.

Instruction by television does not threaten the professionalism of the teacher or professor. Instead, it is a flexible tool in the control of the teacher. Programs can be selected to provide direct teaching of subject matter. Television programs can be used to supplement a teacher's presentation or it can be used as enrichment.

Television can be used in the same ways in the college classroom, plus courses may be offered to school teachers and the public via television instead of the classroom.

In-service training is another important function of WSWP-TV. Teachers can remain in their classrooms for portions of in-service training. And the film libraries can be previewed via Channel 9.

After school hours, the night-time schedule will include cultural programs: art, music, drama, and literature; public affairs: state and national issues on everyone's mind; and educational television provides a public forum where ideas can be argued rather than fought out, with each person having his own opinions and conclusions.

WSWP-TV is licensed under the West Virginia Educational Broadcasting Authority, and will utilize programming from the Authority's other station, WMUL-TV, Huntington, and from WWVU-TV, operated by West Virginia University. Programs will be procured from national sources: the Eastern Educational Television Network, National Educational Television, the Corporation for Public Broadcasting, and several film and video tape libraries.

Not enough construction funds are available to build production studios initially, therefore, WSWP-TV will need to use the facilities of WMUL-TV and/or make arrangements with area commercial stations to produce local programs.

While WSWP-TV is in the development stage other counties and colleges are being encouraged to join the project. Over 20 counties and colleges were invited to send technicians and business managers to a February workshop to investigate the technical and financial aspects of receiving Channel 9, or the signal from other educational stations in their areas. Also, offers have been made to several counties for the WSWP-TV staff and Advisory Council chairman to visit with county school administrators or school boards.

As the call sign of Channel 9 indicates, it was conceived to serve all of southern West Virginia: **W Southern West Virginia Public — TV.**

A move away from the chronological approach

WORLD CULTURES

By Pauline Caudill, Patricia Lee, and Electa Pruett*

The West Virginia Social Studies Curriculum Committee has developed fifteen organizing themes around which the social studies program K-12 should be developed. Kanawha County world history teachers have had the opportunity to review the first draft prepared by the county committee appointed to outline the program for World Cultures I and II.

The traditional one year world history course in attempting to cover chronologically the story of all people of all ages is not relevant to present day problems and thinking. It has become a top heavy, cumbersome course that has not been popular in the social studies field.

TIME Magazine for January 19, 1970, reports the findings of various sociologists and psychologists who have investigated school vandalism. The reports indicate that students react negatively in those courses where they cannot see the relationship of subject matter to everyday life.

In choosing what to include in World Cultures I which will be a required high school course, much thought was given to the world situation today. Geographical areas suggested for study were chosen because of their significance in the world today and because of their contributions, past and present, to the people of the world.

The proposed areas for study in Cultures I are:

- Middle East and South Asia (India, Pakistan)
- China and East Asia
- Africa
- Soviet Union and East Europe
- Western Europe (England, France, Germany)

Since a strict chronological approach is not being followed, any specific cultural area may be studied at the time considered most appropriate.

Certain universal concepts underlie all cultures. Man everywhere has basic needs which he attempts to meet, be they economic, political, social, aesthetic, religious, or intellectual. The bushman and the city dweller have the same basic needs, but they meet them differently.

Man's present culture, wherever he is, has evolved from his past. Change is inherent in any culture and it may be detrimental or beneficial. Changes produce consequences which result in various activities in cultures. Differences in values and beliefs lead to cultures and subcultures. One culture cannot be fairly or accurately compared with another by using the same yard stick.

The high schools represented on the committee are piloting three phases of the program this semester. Nitro High School is currently piloting the African area, George Washington High School is taking the Asian studies, and East Bank High School is sponsoring Social Anthropology.

The pilot programs will be seeking to answer such inevitable questions as:

- How relevant are the concepts and areas chosen?
- How do the students adapt to the new curriculum?
- What additions, deletions, or changes are indicated from actual classroom use?
- What instructional materials are presently available in the system, and what additional sources are to be utilized?

The last question is especially important because at the present time no known textbook is available which can be utilized in the course.

World Cultures II will be an elective course to be chosen by any student who has completed World Cultures I. The course structure could be determined by the individual teacher and students. It might include a cultural area or areas, a single topic, or a concept. An example of each follows: Latin America may be the cultural area, tribalism, the single topic, nationalism, the concept. The time period involved must be very flexible—it may range from a two week period through a semester. This time element should depend on the continued interest and learning of the students.

Historically, Western culture developed in relative isolation from other parts of the world. Improved transportation and communication has resulted in the non-Western world and Western civilization now facing each other with the urgent need for a greater understanding.

The world has become interdependent. "A Moslem world of nomads must deal with complex Western economic organization." Modern industrial machines operate side by side with ancient handicrafts and both must make adjustments. Man regardless of where or how he lives is affected by peoples of other cultures.

Hopefully World Cultures II will continue an awareness and appreciation of different cultures.

The committee realizes that the many competent world history teachers in Kanawha County can contribute much to the development of a sound program for World Cultures I and II. Revision of the first draft will continue throughout the coming year as teachers respond with their suggestions.

*Teachers in Kanawha County Schools

Teacher and the Law

Atty. Edward L. Greene
Dr. Neil Gibbins *Dr. Bernard Queen*

MAY A TEACHER RECOVER IN A LIBEL ACTION AGAINST PARENTS?

A mechanical drawing teacher was charged with pushing a student's head against a desk and making his nose bleed. The teacher allegedly was reprimanding the student for drawing errors. The School Principal requested the parent to write a letter concerning the incident and submit it to him. The teacher sued the parent in a libel action on account of false statements in the letter alleging he suffered mental anguish and would be prevented in the future from promotions and pay increases. The evidence showed that the parent's accusations were false and the letter was libelous but the court held that it was a "privileged communication."

The court defined "privileged" as: "A communication made bona fide upon any subject matter in which the party communicating has an interest, or in reference to which he has a duty is privileged, if made to a person having corresponding interest or duty."

Since the teacher could not prove malice on the part of the parent in writing the letter, the teacher was unable to recover.

Segall v. Piazza 260 NYS 2nd 543 (New York, 1965)

Does an Accidental Insurance Policy Protect a Student Who Deviates From a Direct Course From School to Home?

The accidental insurance policy protecting students required the students to travel "directly" to and from home and school. The injured student instead of traveling directly home, accompanied a friend on a bicycle to a downtown store located only 1500 feet east of the school. The student's home was located 1500 feet west of the school. The bicycle collided with an automobile about 750 feet east of the school and the student was injured.

The case turned solely on the question of the constriction of the term of the policy requiring students to travel "directly" between home and school and within one hour. The court held that the ordinary every day experience with the subjects of the coverage, indicates that both the company and the insured must have known the propensity of children not to follow a straight line of travel, whether fixed by their parents, teachers, or this insurance company, and a natural inclination to play, loiter and deviate from a directed course. The deviation here was slight, and in point of time, temporary, and his intentions to return home within the meaning of the policy were not abandoned. A reasonable and practical and sensible interpretation of "directly home from school" will permit such a deviation.

Dzurko v. Pilot Life Insurance Company 171 A 2nd 885 (Pennsylvania, 1961)

At A Small Cost—

Telelecture and Electrowriting Can Bring The 'Best Teacher' To Any Size School

While much of the glamour of educational communications has centered around Instructional Television, there are several technological developments that are well suited to the needs and budgets of even the smallest county. Extension of the effectiveness of a good teacher, increased course offerings, and upgrading of education all can be accomplished for the costs and complexity of an ordinary telephone call by means of telelecture and electrowriting.

With telelecture and electrowriting, both a teacher's voice and handwriting can be extended to as many classrooms as desired. One telephone line is used to establish two-way audio communications between the teacher and any remote classroom. A second telephone line is used to transfer written messages and sketches, which is then projected onto a screen through a unit that resembles an overhead projector. Because this system uses ordinary phone lines, any number of remote classrooms may receive the lesson simultaneously. Establishing contact is the simple matter of making two phone calls, and ordinary phone rates apply. Using such a system, courses can be offered in several schools, utilizing the services of a single good teacher.

Telelecture and electrowriting have received extensive use throughout the school system of Randolph County. In 1967 Randolph County started experimental use of the electrowriting system, making a physics course available to eleven students in Pickens High School. The teacher was located in George Washington High School in Charleston and linked to the class by two phone lines. The course was so successful that Randolph County now utilizes the system in all five of its high schools. In the past two years the program has expanded and almost 400 students have received high quality instruction in such subjects as chemistry, French, algebra, and political science. In addition, the telelecture and electrowriting system has also been used for in-service training of Randolph County teachers, receiving instruction from West Virginia University.

Reading Council Spring Meeting Scheduled As Shepherd College

Dr. Arthur W. Heilman, Director of the Reading Center at Penn State University, will be the guest speaker for the third annual meeting of the West Virginia Council, International Reading Association, to be held at Shepherd College on Saturday, April 18.

Dr. Heilman's topics will be "Developing Critical Reading-Thinking Skills," and "Characteristics of a Sound Reading Program."

Author of many articles in professional magazines, Dr. Heilman has published a number of books widely used by teachers of reading. These include *Principles and Practices in Teaching Reading, Improve Your Reading Ability, and Phonics in Proper Perspective.*

Local arrangements for the conference have been made by James A. Wilhide, Language Arts Reading Specialist with the Curriculum Improvement Center of Shepherd College. Exhibits will be of teacher and pupil made materials

Since this is the annual meeting of the Council, officers will be elected and annual reports presented. Members of nominating committee are Miss Jane Mikel Smith, Mrs. Lela Bailey, and Miss Madge McDaniel.

Council officers are Mrs. Pearl Bennett, president; Thomas H. Hatcher, president-elect; Miss Mary Compton, secretary; and Hugh Mellert, treasurer.

There will be no fee for registration. The luncheon will cost $1.75. Reservation for the luncheon should be sent to Miss Joann Vincent, Berkeley County Board of Education, 401 S. Queen Street, Martinsburg, 25401.

HIGHER EDUCATION MEETS APRIL 5-6

Dr. Prince Woodard, Chancellor of Higher Education will be the speaker on Sunday evening, April 5 as members of the Association of Higher Education get their annual spring sessions underway. West Virginia Wesleyan College will host the group.

The conference will wind up on Monday evening with a banquet at which Dr. Russell Cooper, dean of the University of Southern Florida, will speak.

Educational Cooperatives: Help for Rural Schools

By MARY COBB

APPALACHIA
Educational Laboratory, Inc.

Back in the days some of us recall nostalgically, farmers in West Virginia had a "helping out" arrangement with their neighbors at harvest time. The men and their sons would go from farm to farm mowing and stacking hay. One farmer's fields may have been larger than another's, yet the man from the smaller farm worked just as diligently on his neighbor's land as he worked on his own. By the end of the season all the fields had been mowed, and hay stacks stood picturesquely against an Indian summer sky.

This was a time of real pleasure for the farmers—a big job had been well done. They had worked hard, but by laboring together their task had been made easier.

Today, the Appalachia Educational Laboratory is encouraging in education the same cooperative spirit which existed for years among the region's farmers.

"Many of Appalachia's small educational systems are isolated by the rough terrain and hampered by lack of funds; consequently they often are unable to provide even basic courses for their students," said Dr. Benjamin E. Carmichael, director of the Laboratory. "With technology now economically feasible for education, this condition can be changed—if school systems are willing to think cooperatively and to share their resources."

An Educational Cooperative, as envisioned by the Laboratory, is composed of several school districts, a state department of education, and a local college or university. These educational agents voluntarily share funds, personnel, and equipment—each offering its best for the good of all the children. Modern means of communication—telelecture, Electrowriter, television, radio, computer, and mobile facilities—are used to bring quality instruction to the students.

A small central staff is responsible for the organization and smooth operation of the Cooperative. The activities of the Cooperative are directed by a Board composed of representatives selected by the local school systems, the college, and the state department of education.

"In this system of education, children in isolated areas are not subjected to long bus trips over hazardous mountain roads to a consolidated school; yet they are not denied an adequate education because of their location," Carmichael explained. "Actually, students in a Cooperative receive more individualized instruction than students in a consolidated school. The classes are small, and a teacher is present who knows the children by name and is aware of their academic weaknesses and strengths. Although the classroom teacher may not be familiar with the subject being taught, she is in close communication with the master teacher and can provide her with valuable feedback."

In an Educational Cooperative, computers help bring quality education to rural schools.

Another advantage in a cooperative effort among school districts is the availability of special services which one district could not afford alone. Also, teachers from the isolated areas have greater opportunities for inservice education. No longer is it necessary for them to leave home for further study; they can receive inservice training through the same media used for student instruction.

Because the concept of an Educational Cooperative is applicable to all rural America and not to Appalachia alone, AEL has recommended to the Office of Education, Division of Laboratories, and to the U.S. House of Representatives, General Subcommittee on Education, that the Educational Cooperative be considered a national priority program.

The Laboratory is encouraging the development of Educational Cooperatives which are taking root in its region; conceivably these Cooperatives could be the models for similar installations across the nation. Anticipating that this system will be the vehicle for transmitting instruction to rural schools, the Laboratory is developing programs which will fit into Cooperatives.

"We are concerned both with the locus of change and the inventions of change, that is, the mechanisms through which change occurs as well as the substantive changes in instruction and curriculum," said Carmichael. "Therefore, we are urging that the Educational Cooperative be made a national priority development program for the seventies, and the programs which the Laboratory is developing—reading and language, perschool education, vocational guidance, and course sharing among schools—are designed for use in the Cooperative. We believe that all rural America can benefit from the results of our work in Appalachia. If the Educational Cooperative is given national priority, this region will be leading the way to better education for all rural children."